



Be smart, have a performance interview!

Preparation checklist performance appraisal, assessment and development interview

Having a yearly performance interview gives the opportunity to managers AND employees to discuss the present job requirements, employments for the near future, the mutual collaboration and developmental ambitions at a certain distance from the daily working environment. Implementation Regulation 14 (IR 14 part I) describes with whom, when and according to what procedure a performance interview should be held. An [interview form](#) is available on the website to record these meetings. This checklist contains practical information to prepare for the interview.

1. Make time for the preparation of the interview, this will enhance its quality.
2. Make an appointment regarding time, place and date two weeks in advance at the latest.
3. Prepare yourself for the interview based on the *form performance appraisal, assessment and development interview* and include the agreements made in the previous interview (if applicable) alongside the job description.
4. Gain a deep understanding of the job performance in the past period, the developmental issues and ambitions for the coming period and on the longer term.
5. Make room for honest **feedback** during the interview. Substantiate by giving examples and gather, AFTER gaining the employee's permission, feedback from the direct work environment such as a colleague or external contact.
6. Formulate agreements in a '**SMART**' way, you may find some examples on page 2.
  - **S** an agreement is SPECIFIC: aimed at the task of the department and employee, not too broad or too detailed.
  - **M** an agreement is MEASURABLE: it should be possible to ascertain objectively if the agreement has been kept; what is to be measured and who will do the measurement will be determined.
  - **A** an agreement should be ACTION-ORIENTED: it should deal with an action the employee has to take.
  - **R** an agreement is REALISTIC: feasible, with a realistic chance of success, but sufficiently challenging; part of realistically filling in a result agreement is to determine the conditions that make it possible (in necessary means, conditions and so on).
  - **T** an agreement is TIME-BOUND: a term will be determined upon in which the desired result should be obtained; when and how one will report about the progress will also be determined.
7. **Knowledge, skills and qualities** offer concrete guidance tools for the assessment. Chose in consultation (preferably prior to the interview announcement) a number of 'guidance tools/points for discussion' from the attached list with examples of possible relevant skills and qualities per function category.

#### Examples of SMART agreements

**SMART:** Every aspect is clarified here by using examples

- **Specific:** For a technician 'making a contribution to the transfer of knowledge in the department' can be specified by stating: "You will train colleague X in skill Y." Or: "You will lecture on issue Z during the work meeting."
- **Measurable:** Suggestions for measurable amounts are for example: when should something be finished, how much of this needs to be finished, what is the end product (an instrument, research proposal etc.), what effect are we aiming for with this activity (e.g. colleagues accruing knowledge, more support for a specific idea, the reduction of complaints, and such). To stick to our previous example: 'Colleague X should be capable of performing task Y independently.'
- **Action-oriented:** the action to be taken by the employee should be articulated in the agreement. 'The improvement of presentation skills' will be specified into 'Take a training course and give a presentation in the departmental meeting at least four times a year'. Or in line with the previous example: 'From now on you will collaborate with colleague X on task Y, and let him perform task Y under your supervision until he can do this independently'.
- **Realistic:** The interpretation of this aspect depends heavily on the interview between line manager and employee. Relating to previous examples one must be offered opportunities to train presentation skills. If colleague X needs to be trained to do task Y, task Y must not be under pressure of time. Preparation time should be offered if one needs to lecture on something.

- **Time-bound:** The agreement should contain a description of the term in which something needs to be performed. This can be very specific, such as in case of critical project planning: 'As of date DD component X needs to be finished'. Or 'A research proposal should be submitted for programme X before the deadline of DD.' Or somewhat less specific: 'A publication on Y should be accepted by a reviewed journal this year'. Or 'Colleague X should be capable of performing task Y independently within three months the most'.

*For advice and additional information, you can contact P&O of the Institute or P&O NWO-I (for employees working at university locations).*

### Examples of competences

<b>Science (<i>Berenschot</i>)</b>	<b>Technology</b>	<b>General support and management</b>	<b>Policy (management)</b>	<b>Leadership</b>
<p><b>1. Scientific creativity</b> Looks at situations from a range of perspectives. Arrives at original and innovative ideas or solutions.</p>	<p><b>1. Problem analysis ability</b> Investigates, recognises and understands the essential elements of the issue, disentangles these and succeeds in introducing structure.</p>	<p><b>1. Service orientation</b> Highlights and investigates wishes and requirements of users, and acts accordingly.</p>	<p><b>1. Advisory skills</b> Based on experience and specific expertise, suggests solutions for certain issues, influencing others with his decision making.</p>	<p><b>1. Persuasive power/ power to influence people</b> Can achieve acceptance or approval from others for his own position, through reasoning, personal authority and tact.</p>
<p><b>2. Enthusiasm (perseverance)</b> Is persistent and possesses stamina when working towards the achievement of targets.</p>	<p><b>2. Creativity</b> Looks at situations from a range of perspectives. Arrives at original and innovative ideas or solutions.</p>	<p><b>2. Accuracy</b> Is meticulous and performs his work within the set parameters and according to valid standards.</p>	<p><b>2. Organisational sensitivity</b> Is sensitive to developments within the organisation and takes account of these when making his own decisions. Has a feel for the impact of (his own) decision-making on the organisation.</p>	<p><b>2. People-oriented leadership</b> Stimulates, inspires, motivates and coaches the employees so that they can do their work well and continue their own personal development.</p>
<p><b>3. Conceptual ability</b> Sees structures, connections and cohesion among a range of issues and thinks in a broader context.</p>	<p><b>3. Learning power</b> Can learn from experience and knows how to apply what he has learned in new situations. Anticipates requirements that might be imposed on current or future performance.</p>	<p><b>3. Learning power</b> Can learn from experience and knows how to apply what he has learned in new situations. Anticipates requirements that might be imposed on current or future performance.</p>	<p><b>3. Situational awareness</b> Is well-informed about relevant developments in the environment of the organisation, and uses this knowledge effectively.</p>	<p><b>3. Strategic management</b> Can translate a vision into long-term objectives, and prepares a long-term schedule to achieve these.</p>

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<p><b>4. Network orientation</b></p> <p>Is aware of the importance of contacts, can make new contacts and can maintain and use these effectively.</p>	<p><b>4. Flexibility</b></p> <p>Is open to and can respond adequately to changed or changing circumstances, can change direction and adapt to new situations and perspectives.</p>	<p><b>4. Collaborative orientation</b></p> <p>Is aware of the significance of the group and joins others in contributing towards the joint outcome.</p>	<p><b>4. Verbal communication</b></p> <p>Listens and, by making connections, manages to convey a message effectively and at a range of levels.</p>	<p><b>4. Organisational sensitivity</b></p> <p>Is sensitive to developments within the organisation and takes account of these when making his own decisions. Has a feel for the impact of (his own) decision-making on the organisation.</p>
<p><b>5. Result orientation</b></p> <p>Makes an effort to translate objectives into results and then manages to achieve the desired result effectively and efficiently.</p>	<p><b>5. Verbal communication</b></p> <p>Listens and, by making connections, manages to convey a message effectively and at a range of levels.</p>	<p><b>5. Flexibility</b></p> <p>Is open to and can respond adequately to changed or changing circumstances, can change direction and adapt to new situations and perspectives.</p>	<p><b>5. Written communication</b></p> <p>Is able to interpret a written message correctly in every aspect. Can transmit written messages to others clearly, effectively and at a range of levels.</p>	<p><b>5. Situational awareness</b></p> <p>Is well-informed about relevant developments in the environment of the organisation, and uses this knowledge effectively.</p>
<p><b>6. Persuasive power/ power to influence people</b></p> <p>Can achieve acceptance or approval from others for his own position, through reasoning, personal authority and tact.</p>	<p><b>6. Planning</b></p> <p>Can translate objectives into concrete action, activities and results; structures duties and work and harmonises the deployment of people and resources to realise this; prepares a schedule and monitors its progress.</p>	<p><b>6. Involvement</b></p> <p>Identifies with his own organisation/research and devote extra attention to its significance.</p>	<p><b>6. Creativity</b></p> <p>Looks at situations from a range of perspectives. Arrives at original and innovative ideas or solutions.</p>	<p><b>6. Network orientation</b></p> <p>Is aware of the importance of contacts, can make new contacts and can maintain and use these effectively.</p>
<p><b>7. People-oriented leadership</b></p> <p>Stimulates, inspires, motivates and coaches the employees so that they can do their work well and continue their own personal development.</p>	<p><b>7. Result orientation</b></p> <p>Makes an effort to translate objectives into results and then manages to achieve the desired result effectively and efficiently.</p>	<p><b>7. Numerical understanding</b></p> <p>Can prepare, process, analyse and interpret collections of numerical information.</p>	<p><b>7. Problem analysis ability</b></p> <p>Investigates, recognises and understands the essential elements of the issue, disentangles these and succeeds in introducing structure.</p>	<p><b>7. Perseverance</b></p> <p>Is persistent and possesses stamina when working towards the achievement of targets.</p>

Science ( <i>Berenschot</i> )	Technology	General support and management	Policy (management)	Leadership
<p><b>8. Entrepreneurial</b></p> <p>Highlights and investigates opportunities in the working environment, translates these into opportunities in his own working situation and is prepared to take responsible risks in doing so.</p>	<p><b>8. Service orientation</b></p> <p>Highlights and investigates wishes and requirements of users, and acts accordingly.</p>	<p><b>8. Problem analysis ability</b></p> <p>Investigates, recognises and understands the essential elements of the issue, disentangles these and succeeds in introducing structure.</p>	<p><b>8. Numerical understanding</b></p> <p>Can prepare, process, analyse and interpret collections of numerical information.</p>	<p><b>8. Entrepreneurial</b></p> <p>Highlights and investigates opportunities in the working environment, translates these into opportunities in his own working situation and is prepared to take responsible risks in doing so.</p>